DOCUMENT RESUME

ED 300 778 CS 009 386

AUTHOR	Newman, Judith M., Ed.
TITLE	Whole Language: Theory in Use.
REPORT NO	ISBN-0-435-08244-2
PUB DATE	85
NOTE	204p.
AVAILABLE FROM	Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
PUB TYPE	Books (010) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Class Activities; Curriculum Development; Elementary Education; Journal Writing; *Reading Instruction; Reading Research; Teaching Methods; *Theory Practice Relationship; *Writing Instruction; Writing Research
IDENTIFIERS	*Whole Language Approach; Writing Contexts

ABSTRACT

To show how whole language theory can be put into practice, this collection of articles, many written by practicing teachers, suggest ways that teachers can help students become active participants in their own learning. Following an introduction, chapters and their authors consist of: (1) "Insights from Recent Reading and Writing Research and Their Implications for Developing Whole Language Curriculum" (Judith M. Newman); (2) "What Teachers Are Demonstrating" (Meredith Hutchings); (3) "Andrew and Molly: Writers and Context in Concert" (Wayne Serebrin); (4) "Using Children's Books To Teach Reading" (Judith M. Newman); (5) "From Sunny Days to Green Onions: On Journal Writing" (Sumitra Unia); (6) "To Judith: A Look at a Child's Writing Development through His Letters" (Judith M. Newman); (7) "Learning To Spell" (Olga Scibior); (8) "The Message Board: Language Comes Alive" (Reta Boyd); (9) "What about Reading?" (Judith M. Newman); (10) "Text Organization: Its Value for Literacy Development" (Susan Church); (11) "Conferencing: Writing as a Collaborative Activity" (Judith M. Newman); (12) "It Makes You Feel Needed: Students as Teachers" (Judy Mossip); (13) "Activity Cards" (Winniefred Kwak and Judith M. Newman); (14) "Mealworms: Learning about Written Language through Science Activities" (Judith M. Newman); (15) "The War of the Words" (Susan Church); (16) "Yes, They Can Learn" (James Boyer); (17) "Danny: A Case History of an Instructionally Induced Reading Problem" (Susan Church and Judith M. Newman); and (18) "Yes, That's an Interesting Idea, But...: On Developing Whole Language Curriculum" (Judith M. Newman). A bibliography of books and articles on the whole language classroom is appended. (MM)

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